

Seaside Elementary

1605 Woodland Drive Ext.
Garden City, South Carolina 29576

Grades	PK-5 Elementary School	
Enrollment	740 Students	
Principal	Elizabeth S. Selander	843-357-3838
Superintendent	Dr. Bobby Nalley, Acting Superintendent	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	52	26	3	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	No
2004	Excellent	Good	Yes
2005	Excellent	Excellent	Yes
2006	Good	Average	Yes

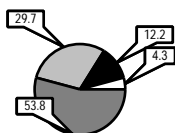
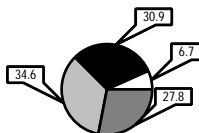
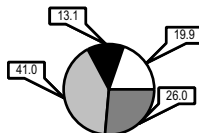
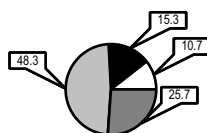
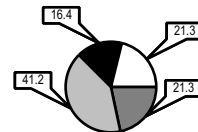
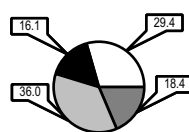
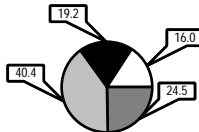
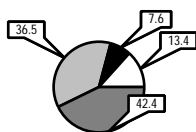
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	355	99.7	4.3	29.7	53.8	12.2	79.5	Yes	Yes
Gender									
Male	169	100.0	5.8	36.8	49.7	7.7	74.8	N/A	N/A
Female	186	99.5	2.9	23.3	57.6	16.3	83.7	N/A	N/A
Racial/Ethnic Group									
White	316	99.7	4.1	29.8	53.2	12.9	80.3	Yes	Yes
African American	21	100.0	5.6	33.3	61.1	0.0	66.7	I/S	I/S
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	298	99.7	1.5	27.4	57.3	13.9	84.7	N/A	N/A
Disabled	57	100.0	18.9	41.5	35.8	3.8	52.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	355	99.7	4.3	29.7	53.8	12.2	79.5	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	349	99.7	4.0	29.5	54.2	12.3	80.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	141	99.3	6.4	37.6	47.2	8.8	71.2	Yes	Yes
Full-pay meals	214	100.0	3.0	24.8	57.9	14.4	84.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	355	100.0	7.0	34.5	27.7	30.8	75.6	Yes	Yes
Gender									
Male	169	100.0	7.7	32.9	26.5	32.9	76.8	N/A	N/A
Female	186	100.0	6.4	35.8	28.9	28.9	74.6	N/A	N/A
Racial/Ethnic Group									
White	316	100.0	5.7	34.1	28.0	32.1	77.4	Yes	Yes
African American	21	100.0	22.2	33.3	33.3	11.1	50.0	I/S	I/S
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	298	100.0	4.4	31.3	29.8	34.5	81.8	N/A	N/A
Disabled	57	100.0	20.8	50.9	17.0	11.3	43.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	355	100.0	7.0	34.5	27.7	30.8	75.6	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	349	100.0	6.7	34.4	27.9	31.0	75.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	141	100.0	10.3	42.9	28.6	18.3	63.5	Yes	Yes
Full-pay meals	214	100.0	5.0	29.2	27.2	38.6	83.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	355	99.7	19.6	41.3	26.0	13.1	39.1
Gender							
Male	169	100.0	17.4	44.5	21.3	16.8	38.1
Female	186	99.5	21.5	38.4	30.2	9.9	40.1
Racial/Ethnic Group							
White	316	99.7	17.3	42.4	27.5	12.9	40.3
African American	21	100.0	50.0	27.8	5.6	16.7	22.2
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	298	99.7	15.3	41.2	28.5	15.0	43.4
Disabled	57	100.0	41.5	41.5	13.2	3.8	17.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	355	99.7	19.6	41.3	26.0	13.1	39.1
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	349	99.7	19.1	41.5	26.2	13.2	39.4
Socio-Economic Status							
Subsidized meals	141	99.3	28.0	44.0	18.4	9.6	28.0
Full-pay meals	214	100.0	14.4	39.6	30.7	15.3	46.0

Social Studies							
All Students	355	100.0	10.7	48.5	25.6	15.2	40.9
Gender							
Male	169	100.0	7.1	47.7	21.9	23.2	45.2
Female	186	100.0	13.9	49.1	28.9	8.1	37.0
Racial/Ethnic Group							
White	316	100.0	9.8	49.7	25.0	15.5	40.5
African American	21	100.0	27.8	33.3	27.8	11.1	38.9
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	298	100.0	8.0	47.6	27.6	16.7	44.4
Disabled	57	100.0	24.5	52.8	15.1	7.5	22.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	355	100.0	10.7	48.5	25.6	15.2	40.9
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	349	100.0	10.4	48.5	25.8	15.3	41.1
Socio-Economic Status							
Subsidized meals	141	100.0	17.5	50.8	22.2	9.5	31.7
Full-pay meals	214	100.0	6.4	47.0	27.7	18.8	46.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	121	100.0	3.8	8.5	71.7	16.0	87.7
	4	106	100.0	4.1	32.7	57.1	6.1	63.3
	5	132	100.0	12.3	41.0	43.4	3.3	46.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	121	100.0	7.1	23.2	55.4	14.3	69.6
	4	123	100.0	4.4	21.2	61.9	12.4	74.3
	5	111	99.1	1.0	46.1	43.1	9.8	52.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	121	100.0	0.0	44.3	35.8	19.8	55.7
	4	106	100.0	1.0	27.6	41.8	29.6	71.4
	5	132	100.0	10.7	41.0	21.3	27.0	48.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	121	100.0	9.8	45.5	28.6	16.1	44.6
	4	123	100.0	5.3	17.7	31.9	45.1	77.0
	5	111	100.0	5.8	40.8	22.3	31.1	53.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	121	100.0	17.0	50.0	25.5	7.5	33.0
	4	106	100.0	17.3	35.7	29.6	17.3	46.9
	5	132	100.0	27.0	34.4	19.7	18.9	38.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	121	100.0	24.1	45.5	28.6	1.8	30.4
	4	123	100.0	10.6	34.5	28.3	26.5	54.9
	5	111	99.1	24.5	44.1	20.6	10.8	31.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	121	100.0	6.6	49.1	24.5	19.8	44.3
	4	106	100.0	8.2	37.8	39.8	14.3	54.1
	5	132	100.0	22.1	48.4	16.4	13.1	29.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	121	100.0	3.6	52.7	31.3	12.5	43.8
	4	123	100.0	8.8	36.3	34.5	20.4	54.9
	5	111	100.0	20.4	57.3	9.7	12.6	22.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 740)				
First graders who attended full-day kindergarten	100.0%	Up from 96.3%	100.0%	100.0%
Retention rate	1.4%	Up from 1.3%	2.3%	2.8%
Attendance rate	96.4%	Up from 96.1%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.4%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.3%	0.4%	0.0%
Eligible for gifted and talented	31.7%	Up from 30.0%	16.1%	10.4%
On academic plans	24.6%	N/AV	26.2%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	7.3%	Down from 8.1%	7.3%	7.5%
Older than usual for grade	0.3%	No change	0.6%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 47)				
Teachers with advanced degrees	44.7%	Up from 38.6%	55.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	19.8%	N/A	2.4%	2.4%
Teachers with emergency or provisional certificates	4.8%	Down from 5.1%	0.0%	0.0%
Teachers returning from previous year	92.3%	Up from 91.5%	88.8%	87.3%
Teacher attendance rate	93.9%	Down from 94.9%	95.0%	94.9%
Average teacher salary	\$44,096	Up 4.3%	\$43,260	\$42,485
Prof. development days/teacher	22.0 days	Up from 17.7 days	12.9 days	13.3 days
School				
Principal's years at school	3.0	Up from 2.0	6.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 21.3 to 1	19.8 to 1	18.6 to 1
Prime instructional time	89.6%	Down from 90.6%	90.1%	89.7%
Dollars spent per pupil*	\$6,337	Up 10.7%	\$6,163	\$6,557
Percent of expenditures for teacher salaries*	64.7%	Down from 65.7%	64.5%	64.0%
Percent of expenditures for instruction*	69.0%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The students and staff of Seaside Elementary celebrated a successful year of learning. We experienced success as we advanced the academic levels of our students and will continue to raise the bar to meet the needs of all of our students. The efforts of our staff, students, and parents were reflected in the improvement shown by our students' performance on district and state assessments. As a result, the Education Oversight Committee recognized Seaside Elementary as one of the schools that was closing the gap between the performance of students who are economically advantaged and those who are economically disadvantaged. Additionally, the school was asked to showcase itself as part of the Gold and Silver Award Program.

The continued use of the Measure of Academic Progress (MAP) assessments provided an additional tool to measure student progress twice a year for students in grades two through five. Using this assessment strengthened our educational program. It provided non-graded instruction in math for fourth and fifth graders, leveled reading instruction for students in fourth and fifth grades, leveled additional reading and math instruction for students in grades two and three, differentiated instruction for our after-school program, and created a format for increased communication between home and school.

Many extensive activities are planned to support student learning in all grade levels at Seaside. With the support of our PTO, community volunteers, and local business partners, we were able to provide direct assistance to students before, during, and after school. In order to support improved phonemic awareness and decoding skills, additional daily instructional small group opportunities were provided for kindergarten, first, and second grade students. Over 40 community volunteers, retired teachers, and high school students provided small group and individual help for students at all grade levels. Each Thursday afternoon, parents and students participated in our Family Reading Night where they read books together, took Accelerated Reader tests, and used the computers for research and/or reinforcement. Selected fifth grade students participated in an on-line pre-algebra course as well as the Math Olympiad program.

To enhance our students' understanding of community and school interactions, all classes were involved in Junior Achievement. Many fifth grade students participated in our Junior Lifeguard Program. Students also participated in many service-learning projects including the Beach Sweep, Family Fun Run, Relay for Life, Angel Tree, and Jump rope for Heart.

Throughout the school year, staff members met to plan and exchange ideas to improve classroom instruction. Diagnostic assessments were conducted continuously in all classrooms to monitor student learning. All of our teachers involved themselves in professional development and four teachers earned advanced degrees.

Beth Selander, Principal, 2005-2006

Frank Stanton, School Improvement Chairperson, 2005-2006

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	106	38
Percent satisfied with learning environment	93.5%	90.4%	91.9%
Percent satisfied with social and physical environment	95.7%	88.7%	100.0%
Percent satisfied with school-home relations	91.3%	92.5%	100.0%

*Only students at the highest elementary school grade level at this school and their parents were included.